

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Burke Middle School

**District:** Charleston County

**Dean:** Maurice D. Cannon

**Superintendent:** Dr. Nancy McGinley

**FOCUSED SCHOOL RENEWAL PLAN (FSRP)**  
**2008–09 School Year of Implementation**

**Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**Summary of demographic information from 2007 School Report Card**

**According to the 2007 State of South Carolina Annual School Report Card, Burke Middle School had a population 259 students enrolled as of the first day of PACT testing in grades 7 and 8. Of these students 240 socio-economic status qualifies for their participation in the states subsidized meals program. With the exception of one student who is identified as American Indian/Alaskan, the student population is African-American. The school's Absolute Rating was Unsatisfactory and the Improvement Rating was Unsatisfactory.**

**The student profile section includes the following key information for 2007:**

- **an attendance rate of 90.9% (up slightly from 90.1% from 2006) ;**
- **an annual drop-out rate of 2.6%;**
- **older than usual for grade 8.2% (Down from 22.7% but still higher than similar schools reporting 3.8%);**
- **out-of-school suspensions or expulsions for violent/criminal offenses, 10.9% (up from 5.3% and more than twice as high as the rate of similar schools at 4.3%).**

**The teacher profile section for 2007 reveals the following:**

- **59.8% of teachers at Burke have advanced degrees (up from 58.9%);**
- **16.9% hold emergency or provisional certificates (up from 14.1% in 2006); and**
- **70.7% hold continuing contracts. The teacher attendance rate was 93.8%, down from 2006 (95.4%).**

**The school profile section shows the following:**

- **percent of expenditures for instruction was 60.8%, up from 58.4% and similar to schools like ours at 62.5%;**
- **prime instructional time slightly decreased from 83.3% to 83.1%, and is significantly below the average of schools like ours reporting 88.2%.**
- **opportunities in the Arts rated as Excellent**
- **parents attending conferences was 79.2% (up from 48.2% but significantly lower than similar schools at 97.5%);**
- **student-teacher ratio in core subjects was 19.4:1 (down from 20.4:1 in 2006; and**
- **character development was rated Excellent, up from Good in 2006**

The following charts provide data for the past three years.

**2006 PACT DATA English Language Arts**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>173</b>	<b>97.1</b>	<b>65.4</b>	<b>29.6</b>	<b>5.0</b>	<b>0.0</b>	<b>5.0</b>
<b>8<sup>th</sup> Grade</b>	<b>159</b>	<b>96.2</b>	<b>52.9</b>	<b>36.8</b>	<b>8.8</b>	<b>1.5</b>	<b>10.3</b>

**2006 PACT DATA Mathematics**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>173</b>	<b>97.7</b>	<b>59.7</b>	<b>37.1</b>	<b>3.1</b>	<b>0.0</b>	<b>3.1</b>
<b>8<sup>th</sup> Grade</b>	<b>159</b>	<b>95.6</b>	<b>72.6</b>	<b>23.7</b>	<b>2.2</b>	<b>1.5</b>	<b>3.7</b>

**2006 PACT DATA Science**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>173</b>	<b>99.4</b>	<b>82.0</b>	<b>16.8</b>	<b>0.6</b>	<b>0.6</b>	<b>1.2</b>
<b>8<sup>th</sup> Grade</b>	<b>159</b>	<b>98.1</b>	<b>63.0</b>	<b>32.6</b>	<b>2.2</b>	<b>2.2</b>	<b>4.3</b>

**2006 PACT DATA Social Studies**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>173</b>	<b>99.4</b>	<b>79.5</b>	<b>18.0</b>	<b>1.9</b>	<b>0.6</b>	<b>2.5</b>
<b>8<sup>th</sup> Grade</b>	<b>159</b>	<b>98.1</b>	<b>60.1</b>	<b>36.2</b>	<b>3.6</b>	<b>0.0</b>	<b>3.6</b>

**2007 PACT DATA English Language Arts**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>111</b>	<b>100</b>	<b>65.3</b>	<b>31.7</b>	<b>3.0</b>	<b>0.0</b>	<b>3.0</b>
<b>8<sup>th</sup> Grade</b>	<b>148</b>	<b>100</b>	<b>60.3</b>	<b>33.8</b>	<b>5.9</b>	<b>0.0</b>	<b>5.9</b>

**2007 PACT DATA Mathematics**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>111</b>	<b>100</b>	<b>53.5</b>	<b>44.6</b>	<b>2.0</b>	<b>0.0</b>	<b>2.0</b>
<b>8<sup>th</sup> Grade</b>	<b>148</b>	<b>100</b>	<b>69.9</b>	<b>29.4</b>	<b>0.7</b>	<b>0.0</b>	<b>0.7</b>

**2007 PACT DATA Science**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>111</b>	<b>100</b>	<b>86.1</b>	<b>13.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>8<sup>th</sup> Grade</b>	<b>72</b>	<b>100</b>	<b>65.2</b>	<b>30.3</b>	<b>4.5</b>	<b>0.0</b>	<b>4.5</b>

**2007 PACT DATA Social Studies**

<b>Grade Level</b>	<b>Enrollment</b>	<b>% Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>111</b>	<b>100</b>	<b>89.1</b>	<b>10.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>8<sup>th</sup> Grade</b>	<b>75</b>	<b>100</b>	<b>57.1</b>	<b>35.7</b>	<b>7.1</b>	<b>0.0</b>	<b>7.1</b>

**2008 PACT DATA English**

<b>Grade Level</b>	<b>Enrollment</b>	<b>Number Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>78</b>	<b>71</b>	<b>46.5</b>	<b>33.8</b>	<b>19.7</b>	<b>0.0</b>	<b>19.7</b>
<b>8<sup>th</sup> Grade</b>	<b>104</b>	<b>99</b>	<b>73.7</b>	<b>25.3</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>

**2008 PACT DATA Mathematics**

<b>Grade Level</b>	<b>Enrollment</b>	<b>Number Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>78</b>	<b>72</b>	<b>43.1</b>	<b>45.8</b>	<b>9.7</b>	<b>1.4</b>	<b>10.8</b>
<b>8<sup>th</sup> Grade</b>	<b>104</b>	<b>97</b>	<b>75.0</b>	<b>24.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**2008 PACT DATA Science**

<b>Grade Level</b>	<b>Enrollment</b>	<b>Number Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>78</b>	<b>75</b>	<b>52.0</b>	<b>38.7</b>	<b>4.0</b>	<b>5.3</b>	<b>9.3</b>
<b>8<sup>th</sup> Grade</b>	<b>104</b>	<b>48</b>	<b>81.3</b>	<b>18.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**2008 PACT DATA Social Studies**

<b>Grade Level</b>	<b>Enrollment</b>	<b>Number Tested</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Pro. &amp; Adv</b>
<b>7<sup>th</sup> Grade</b>	<b>78</b>	<b>75</b>	<b>52.0</b>	<b>30.7</b>	<b>6.7</b>	<b>10.7</b>	<b>17.4</b>
<b>8<sup>th</sup> Grade</b>	<b>104</b>	<b>53</b>	<b>69.8</b>	<b>30.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Through an examination of the data on student performance on PACT we are aware that a significant percentage of our student population scoring at the Below Basic level in all areas tested. Of particular interest in the gender gap in our student population as more females are moving beyond the Below Basic levels, leaving the male population in said category. Additional analysis will be performed at the school level to better understand this difference in achievement.

#### Process Used to Develop FSRP and People Involved

The following was considered in developing the FSRP

- Data to support accomplishments of the 2007-2008 FSRP goals;
- Disaggregated data examined and discussed with faculty
- The School Renewal Plan;
- Comments given to leadership during the ERT Verification Process; and
- State Report Card Data

Stakeholders were involved throughout the process. Input from the faculty was solicited during Content Specific Meetings. Members of the Administrative Leadership team that includes teachers were asked to make recommendations for new goals based on review of data and success toward implementing the 2006-2007 Focused School Renewal Plan goals.

#### **How Selected Goals Will Enable Burke to Meet Expected Progress.**

1. By April 1, 2009 data will reflect that Fifty percent (50%) of 7<sup>th</sup> and 8<sup>th</sup> grade students will demonstrate a ten (10) point or higher gain in their RIT score in reading between Fall 2008 and Winter 2009 Measures of Academic Progress (MAP) testing.
2. By April 1, 2009 data will reflect that Fifty percent (50%) of 7<sup>th</sup> and 8<sup>th</sup> grade students will demonstrate a ten (10) point or higher gain in their RIT score in mathematics between Fall 2008 and Winter 2009 Measures of Academic Progress (MAP) testing.
3. By April 1, 2009 data will reflect that Eighty-five percent (85%) of all core content culminating assessments will have at least Fifty (50%) percent of their items written at the proficient and advanced levels as related to South Carolina State Standards. The Middle School Learning Community's Instructional Assistance Team will conduct assessment reviews and use a scoring rubric to identify items at the proficient and advance levels.
4. By April 1, 2009 Fifty percent (50%) of students will score Eighty (80) or higher on all benchmark assessments aligned to South Carolina Curriculum Standards through the Charleston County School District's Item Test Bank in core content courses, (English, Math, Science, and Social Studies) for grades 7 and 8. Item analysis will be conducted by teachers to identify areas of weakness on all benchmarks, and students will be re-taught through targeted instruction and retested on the content they did not initially master.
5. By April 1, 2009, Ninety-five percent (95%) of the teachers of English, Reading, Science, Social Studies, and LD Resource, will implement the New Literacies program in strategies and techniques to engage struggling readings, resulting in an increase of Thirty percent (30%) of students' RIT scores by 10 points in Reading as measured by the Fall 2008 and Winter 2009 administration of MAP.

6. By April 1, 2009, Ninety-five percent (95%) of the teachers of Mathematics will implement the school-wide Numeracy program which will focus on strategies and techniques to assist struggling Math and LD Resource students, resulting in an increase of Thirty percent (30%) of the students' RIT scores by 10 points in Mathematics as measured by Fall and Winter 2009 administration of MAP.
7. By April 1, 2009, CCSD will monitor, Eighty-five (85%) of the core content area teachers' classroom instruction, for the implementation of Core Strategy I (Curriculum Improvement) of the Charleston Plan for Excellence, as measured by monthly observations of core content area teachers and the provision of written feedback to the principal.
8. By April 1, 2009 CCSD will implement the Charleston County School District's Coherent Curriculum, by assisting and monitoring Eighty-five percent (85%) of the core content area teachers' classroom instruction, as measured by professional development logs and observation logs.

The student achievement goals related to improvement on MAP were selected because the MAP goal areas are aligned to the state's academic standards in English Language Arts and Mathematics. Charleston County School District has completed studies correlating students' performance on MAP to performance on PACT exams. Teachers utilize data from MAP and benchmark testing to set SMART goals for improving students' academic performance. Meeting these goals will place students in a better position to better meet PACT scoring categories of Proficient and Advance.

Meeting the student's achievement goal related to teachers increasing the percentage of proficient and advanced items on assessments will help Burke meet expected progress by increasing the amount of time teachers spend engaging students in rigorous, "on-target" instruction and learning. Research cited the Southern Regional Education Board indicates that, to achieve at high levels, students need to spend over half their time engaged at the higher levels of Bloom's Taxonomy (i.e., applying, analyzing, evaluating, and creating). A major emphasis of professional development at the school, department, and teacher curriculum team level will be the collaborative developing and critiquing of higher-level assessments along with the lessons which are aligned to those assessments.

The use of benchmark assessments in major content course such as English/Language Arts, Mathematics, Science and Social Studies, with an expectation that teachers engage in collaborative item analysis and use results to re-teach students who have not yet mastered content is critical to improving performance on State Assessments. It is through the process of working together to examine how students performed on specific items on assessments that teachers identify strengths and deficiencies in instructional practices and potential gaps in the taught curriculum. The process of collaborative item analysis fosters communication among teachers who teach the same subjects regarding strategies and curriculum materials used to support success.

The development of a numeracy plan will assist in improving the school-wide numeracy performance of all students. The aim is to close the gap between students whose numeracy skills are weakest and those whose skills are outstanding. It will do so by setting state-wide targets for improvement; providing more information for parents on what their child should be achieving; tracking students as they move between schools so teachers can quickly ascertain when and in what areas they need help; and improving teacher training and classroom resources.

## **School Timeline**

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

### **April 2008**

- **Interview for A. Cantu position for the 2008-2009 academic year (M. Cannon)**
- **Interview teachers for vacant positions in core content areas for the 2008-2009 academic year (M. Cannon)**
- **Develop Master Schedule of 2008-2009 academic year (M. Cannon)**

### **May 2008**

- **Engage teachers in developing common course syllabi for English, mathematics, science and social studies classes (M. Cannon)**
- **Participate in Community Outreach meeting with College of Charleston (M. Cannon)**

### **June 2008**

- **Attend SpringBoard training of CollegeBoard learning series (M. Cannon, Content Teachers, A. Cantu)**
- **Incorporate SpringBoard curriculum goals into common course syllabi (M. Cannon, Content Teachers, A. Cantu)**
- **Begin development of the school wide Numeracy Plan (M. Cannon, R. Perrineau, A. Cantu)**

### **July 2008**

- **Visit community-sponsored or church-sponsored event (M. Cannon)**
- **Participate in CCSD Administrators' Summer Retreat (M. Cannon)**

### **August 2008**

- **Ensure Master Schedule has Language Arts instructional time of 90 minutes per day. (M. Cannon)**
- **Ensure implementation of Burke Middle Literacy Plan (A. Cantu, R. Burch, M. Cannon )**
- **Ensure “Do Now” bell-ringers are consistent throughout the school (A. Cantu, R. Burch, M. Cannon)**
- **Review common benchmark assessments for core content areas (A. Cantu, M. Cannon)**
- **Receive training in Internal Instructional Review (A. Cantu, Administrative Team)**
- **Ensure teachers have developed a SMART goal used in their classrooms to meet the FSRP Goals.**
- **Provide appropriate assistance to teachers on improvement plans (M. Cannon, A. Cantu, Administrators)**
- **Meet monthly with Leadership Team members to discuss support needed by teachers in the effective implementation of the FSRP (M. Cannon)**
- **Use ParentLink at least once per week to communicate positively with parents and to keep them informed about school.**



- **Ensure implementation of the school wide Numeracy Plan (M. Cannon, A. Cantu, R. Perrineau)**
- **Begin a SIC and PTSA separate from HS (M. Cannon, Administrators)**
- **Ensure teachers are submitting lesson plans to the shared drive of the school for review (M. Cannon)**
- **Publish and disseminate newsletter to Burke community (M. Cannon)**
- **Publish and disseminate Student Code of Conduct and Academic Expectations for students and families with important school dates (M. Cannon)**

## **September 2008**

- **Visit community-sponsored or church-sponsored event (M. Cannon)**
- **Participate in quarterly Community Outreach meetings through partnership with College of Charleston (M. Cannon)**
- **Use ParentLink at least once per week to communicate positively with parents and to keep them informed about school.**
- **Hold monthly Parent Night event (D. Grant)**
- **Continue development and implementation of the literacy and numeracy plan (A. Cantu, R. Burch, M. Cannon, R. Perrineau)**
- **Ensure teachers are submitting lesson plans to the shared drive of the school for review (M. Cannon)**
- **Provide professional development to address challenges noted through classroom observations and support needed by teacher to effectively implement the FSRP (M. Cannon, A. Cantu, Administrators)**
- **Provide continuous professional development for teacher on examining the quality of their assessments (M. Cannon, A. Cantu)**
- **Provide continuous professional development for teachers on data analysis, literacy and numeracy strategies, and differentiation of instruction (M. Cannon, A. Cantu)**
- **Ensure Academic Plans are developed for students who qualify based on state mandates. (M. Cannon)**
- **Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments. (M. Cannon, A. Cantu)**
- **Provide professional development of utilizing MAP data and Des Cartes for improving instruction (A. Cantu)**
- **Administer common benchmark assessments and complete item analysis (A. Cantu, R. Burch, M. Cannon)**
- **Conduct classroom observations (Administration)**
- **Require all teachers to submit instructional calendars that reflect the use of the Coherent Curriculum and also meet Charleston County School District guidelines. (M. Cannon)**
- **Continue SIC Meetings and PTSA Drive (R. Burch, M. Cannon)**

## **October 2008**

- **Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)**
- **Hold monthly parent night event (D. Grant)**
- **Continue classroom observations and provide instructional feedback (M. Cannon)**
- **Conduct MAP Goal setting conferences with each student to determine targeted goals for improvement (M. Cannon, A. Cantu)**

- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (M. Cannon)
- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Publish and disseminate school newsletter (M. Cannon)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)

#### **November 2008**

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (M. Cannon)
- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
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- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)

#### **December 2008**

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (M. Cannon)
- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (A. Cantu, R. Burch, M. Cannon)

- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Publish and disseminate school newsletter (M. Cannon)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (A. Cantu, R. Burch, M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)

#### January 2009

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (M. Cannon)
- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (M. Cannon)
- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Publish and disseminate school newsletter (M. Cannon)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)
- Monitor and make adjustments to the literacy and numeracy plans for the second semester. (A. Cantu, R. Burch, M. Cannon, R. Perrineau)
- Review students Academic Plans for updates and adjustments to meet students academic needs (M. Cannon, Teachers)
- Provide appropriate assistance to teachers on improvement plans (M. Cannon, A. Cantu)

#### February 2009

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (A. Cantu, R. Burch, M. Cannon)
- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)

- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
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- Monitor and make adjustments to the literacy and numeracy plans for the second semester. (A. Cantu, R. Burch, M. Cannon R. Perrineau)
- Review students Academic Plans for updates and adjustments to meet students academic needs (M. Cannon, Teachers)
- Provide appropriate assistance to teachers on improvement plans (M. Cannon, A. Cantu)

#### **March 2009**

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (M. Cannon)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (M. Cannon)
- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Publish and disseminate school newsletter (M. Cannon)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (A. Cantu, R. Burch, M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)
- Monitor and make adjustments to the literacy and numeracy plans for the second semester. (A. Cantu, R. Burch, M. Cannon, R. Perrineau)
- Review students Academic Plans for updates and adjustments to meet students academic needs (M. Cannon, Teachers)
- Provide appropriate assistance to teachers on improvement plans (A. Cantu, R. Burch, M. Cannon)

#### **April 2009**

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)

- Continue classroom observations and provide instructional feedback (M. Cannon)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (M. Cannon)
- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)
- Monitor and make adjustments to the literacy and numeracy plans for the second semester. (M. Cannon, A. Cantu, R. Perrineau)
- Review students Academic Plans for updates and adjustments to meet students academic needs (M. Cannon, Teachers)
- Provide appropriate assistance to teachers on improvement plans (A. Cantu, R. Burch, M. Cannon)
- Complete MAP Spring 2009 administration
- Conduct MAP Goal Setting conferences with each student to determine targeted goals for improvement (M. Cannon)

#### **May 2009**

- Visit community-sponsored or church-sponsored event (M. Cannon)
- Hold monthly Parent Night event (D. Grant)
- Use ParentLink at least once per week to communicate positively with parents and to keep them informed about the school (M. Cannon)
- Continue classroom observations and provide instructional feedback (M. Cannon)
- Administer Fall MAP testing (A. Cantu, Administration)
- Review and disaggregate data from MAP test administration with teachers (M. Cannon, A. Cantu, Administration)
- Implement data wall inclusive of student MAP performance and PACT projections based on MAP data (A. Cantu)
- Review progress toward accomplishing FSRP Smart Goals related to MAP (M. Cannon)
- Review progress toward teachers accomplishing their Smart Goals in relationship with the school's FSRP goals (M. Cannon, Teachers)
- Publish and disseminate school newsletter (M. Cannon)
- Provide peer coaching and use tuning protocols with teachers to improve the quality and rigor of assessments.
- Administer common benchmark assessments and complete item analysis (M. Cannon, A. Cantu)
- Conduct classroom observations and provide written and verbal feedback to teachers (M. Cannon)
- Meet with teachers to discuss support needed to support the effective implementation of the FSRP (M. Cannon)
- Monitor and make adjustments to the literacy and numeracy plans for the second semester. (M. Cannon, A. Cantu, R. Perrineau and L. Simmons)
- Review students Academic Plans for updates and adjustments to meet students academic needs (M. Cannon, Teachers)

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Student Achievement Focused Goal

**Focused Student Achievement Goal 1:** By April 1, 2009 data will reflect that fifty percent (50%) of 7<sup>th</sup> and 8<sup>th</sup> grade students will demonstrate a ten (10) point or higher gain in their RIT score in reading between Fall 2008 and Winter 2009 Measures of Academic Progress (MAP) testing.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide language arts instructional time a minimum of ninety (90) minutes per day.	M. Cannon, Dean A. Cantu, A. Cantu	08/13/08	<b>Master Schedule, Bell Schedule: M. Cannon</b> Extended instructional time is intended to increase student achievement through providing additional time to utilize effective instructional strategies.
2. Research additional student data in regards to phonemic awareness, oral fluency, and comprehension in order to determine appropriate reading interventions for various levels of need. The student intervention plan will be created by administrators.	M. Cannon, Dean; A. Cantu, Lead Teacher	7/01/08	<b>Student Intervention Plan based on data: M. Cannon</b> Additional data collection will allow appropriate selection of intervention, planning for staff/scheduling implications, and allocation of time and funds to provide materials and staff development for implementation.
3. Continue implementation of the Burke Middle School Literacy Plan	M. Cannon, Dean A. Cantu, Lead Teacher, N. Wright, English Teacher	8/13/08	<b>Literacy Plan: N. Wright</b> Portfolio of implementation of strategies within the plan. School-wide data indicates a significant number of students entering the middle school behind grade level in reading. A literacy plan which reflects the five literacy goals of Making Middle Grades Work (MMGW) was developed during the 2007-2008 school year.
4. Establish a consistent use of “Do Now” bell-ringer activities that are based on state standards for	A. Cantu, Lead Teacher	August 2008	<b>Bell Ringer Binder kept by classroom instructors: A. Cantu</b>

core content areas that are inclusive integrate use of reading comprehension strategies.	M. Cannon, Dean R. Burch, Assistant Principal		Use of bell-ringers to reinforce major SC Curriculum Standards and test-taking strategies has been successfully implemented in several schools, requires little time and provides daily practice with PACT like items.
5. Provide professional development for English Language Arts teachers in SpringBoard	M. Cannon, Dean S. Driscoll, CHAPS Administrator	June 2008	<b>Curriculum Timeline (Instructional Calendars) and Instructional Strategies List: M. Cannon</b> The Rigor of the curriculum is the most significant predictor of academic success and post secondary education completion. Based on College Board Standards for College Success in reading, writing knowledge and skills essential for entry-level college courses should begin in the middle grades.
6. Ensure all teachers develop at least one (1) SMART goal which supports the achievement of the FSRP and review each individual teacher's accomplishments toward the goal quarterly. Develop rubric for feedback.	M. Cannon, Dean	August 2008	<b>Teachers' individual SMART Goals and evidence of quarterly review: M. Cannon.</b>  If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All teachers will be asked to develop a SMART goal which supports at least one of the four student achievement goals established by Burke. Teachers will be expected to provide evidence documenting progress toward SMART goals each quarter.
7. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within one week of administration of the benchmark for all Reading/Language Arts courses and results used to improve instruction.	M. Cannon, Dean A. Cantu, Lead Teacher	August 2008	<b>Copies of Common Benchmark Assessments: A. Cantu</b>  <b>Copies of item analysis with dates of analysis being completed: Instructors</b>  The utilization of common benchmark assessments helps ensure greater continuity in curriculum and instruction. Benchmark items will be either selected from the item test bank, textbooks or developed by teachers and administered to students. M. Cannon

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Student Achievement Focused Goal

**Focused Student Achievement Goal 2:** By April 1, 2009 data will reflect Fifty percent (50%) of 7<sup>th</sup> and 8<sup>th</sup> grade students will demonstrate a ten (10) point or higher gain in their RIT score in mathematics between Fall 2008 and winter 2009 Measures of Academic Progress (MAP) testing.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide students who scored below basic in mathematics computerized academic assistance in addition to their classroom instruction through The Academy of Math or similar computerized tutorial.	M. Cannon, Dean A. Cantu, Lead Teacher, R. Perrineau, Math Teacher	October 2008	<b>Documentation of tutorial schedule with students rosters: R. Perrineau</b>  Students who are significantly behind in mathematics need opportunities for additional assistance provided through extra time or extra help within the scope of the content. Rosters of Students Lesson Plans
2. Develop and implement a numeracy plan for Burke Middle School	M. Cannon, Principal A. Cantu, Lead Teacher, R. Perrineau Jamila Gadsden, District Math Coordinator	August 2008	<b>Numeracy Plan Portfolio of implementation of strategies within the plan: A. Cantu</b> Data indicates a significant number of Burke Middle School students are behind their grade level peers in mathematics. A numeracy plan will be developed and implemented during the 2008-2009 academic year.
3. Establish a consistent use of “Do Now” bell-ringer activities that are based on state standards for core content areas that are inclusive integrate use of	A. Cantu, Lead Teacher; M. Cannon,	August 2008	<b>Bell Ringer Binder kept by classroom instructors: A. Cantu</b> Use of bell-ringers to reinforce major SC Curriculum



mathematical strategies.	Dean; R. Burch, Assistant Principal		Standards and test-taking strategies has been successfully implemented in several schools, requires little time and provides daily practice with PACT like items.
4. Provide professional development for Math teachers in SpringBoard	M. Cannon, Principal S. Driscoll, CHAPS Administrator	June 2008	<b>Curriculum Timeline (Instructional Calendars) and Instructional Strategies List: A. Cantu</b> The Rigor of the curriculum is the most significant predictor of academic success and post secondary education completion. Based on College Board Standards for College Success in reading, writing knowledge and skills essential for entry-level college courses should begin in the middle grades.
5. Ensure all teachers develop at least one (1) SMART goal which supports the achievement of the FSRP and review each individual teacher's accomplishments toward the goal quarterly.	M. Cannon, Dean A. Cantu, Lead Teacher	August 2008	<b>Teachers' individual SMART Goals and evidence of quarterly review: M. Cannon.</b>  If the school's goals are to be accomplished, each teacher must have ownership in the problems that led to the need for the goals. All teachers will be asked to develop a SMART goal which supports at least on of the four student achievement goals established by Burke. Teachers will be expected to provide evidence documenting progress toward SMART goals each quarter.
6. Utilize common benchmark assessments which are administered quarterly. Item analysis must be done within one week of administration of the benchmark for all Reading/Language Arts courses and results used to improve instruction.	M. Cannon, Dean; A. Cantu, Lead Teacher	September 2008	<b>Copies of Common Benchmark Assessments (Instructors)</b>  <b>Copies of item analysis with dates of analysis being completed (Instructors)</b>  The utilization of common benchmark assessments helps ensure greater continuity in curriculum and instruction. Benchmark items will be either selected from the item test bank, textbooks or developed by teachers and administered to students. M. Cannon

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009 data will reflect that Eighty-five percent (85%) of core content culminating assessments will result in 50% of 7<sup>th</sup> and 8<sup>th</sup> grade students demonstrating a ten point or higher gain in their RIT scores in math and reading between the Fall 2008 and the Winter 2009 MAP testing.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide training for administrative team and A. Cantu in the Internal Instructional Review process.	M. Cannon, Dean	October 2008	<b>Agenda of training and rosters</b> <b>Surveys of Training Session</b> <b>A. Cantu</b> If student achievement is to be increased, backwards design must be utilized to ensure alignment of assessments and assignments to standards. Moreover, teachers must develop assignments and assessments using higher levels of thinking so students remember content long-term and have more than simple recall. The MMGW leadership team will be trained along with the administration during the 2008-2009 school year.
2. Provide on-going professional development for teachers on examining the quality of their assessments by focusing on (1) alignment to standards, (2) levels of proficiency, and (3) appropriateness of assessment types.	M. Cannon, Dean	August 2008	<b>Agendas of Professional Development and Rosters: A. Cantu</b> It is evident that teachers need training, particularly in the area of “unpackaging” standards so teacher accurately assess the intent of the standards. Student achievement will not increase if teachers continue to teach “on topic” but not “on target.”

3. Conduct monthly review of assessments through departmental and/or course-alike team meetings.	A. Cantu, Lead Teacher	August 2008	<b>Conference Minutes and Rosters: A. Cantu</b> Teachers will use a modified tuning protocol to provide constructive feedback to one another on assessments during their departmental or course-alike team meetings. Teachers will submit assessments to the Lead Teacher and principal each month. Following the fall 2008 training. Teachers will begin to complete a self-assessment form for submitted assessments on which they will reflect on alignment to standards and levels of proficiency.
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<b>FOCUSED SCHOOL RENEWAL PLAN</b> <b>2008–09 School Year of Implementation</b> <b>Student Achievement Focused Goal</b>			
<b>Focused Student Achievement Goal 4: By April 1, 2009 Fifty (50%) percent of students will score eighty (80) or higher on all benchmark assessments aligned to South Carolina Curriculum Standard through the Charleston County School District’s Item Test Bank in core content courses (English, Math, Science, and Social Studies) for 7<sup>th</sup> and 8<sup>th</sup> grade.</b> <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i>			
<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide extra instructional time for students scoring below basic on PACT in ELA and Mathematics through computerized assistance during after school and before school hours.	M. Cannon, Dean A. Cantu, Lead Teacher	August 2008	<b>Rosters of students and their performance level on assessments</b> <b>Referral sheets to extra academic sessions from core content instructors : A. Cantu</b> Computerized assistance programs that have been proven to assist students in improving their academic abilities is a good investment to meet the academic needs of students who are testing below grade level. Through the computerized support along with the classroom instruction students receive, academic gains are expected to accelerate.

2. Require all courses to develop Coherent Curriculum Instructional Calendars for each subject areas per Charleston County School Districts Coherent Curriculum guidelines	M. Cannon, Dean A. Cantu, Lead Teacher	August 2008	<b>Instructional Calendars</b> <b>Lesson Plans with Feedback</b> <b>Classroom Observation Feedback Forms: M. Cannon, R. Burch, A. Cantu</b> If teachers follow the Coherent Curriculum in planning for instruction in all core content courses, all standards should be taught through rigorous instruction that provides for differentiation and ensure active engagement. The Coherent Curriculum provides a “road map” for instruction that, when followed, increases likelihood of success.
3. Provide related professional development along with supporting materials and resources for all staff to include data analysis, literacy strategies in reading, writing, numeracy strategies, as well and differentiation strategies to enhance students’ achievement.	M. Cannon, Dean A. Cantu, Lead Teacher	August 2008	<b>Professional development agendas</b> <b>Reflection of professional development experiences</b> <b>Copies of materials used in professional development sessions by presenters:</b> <b>Reflections and Surveys</b> <b>A. Cantu</b>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 95% of the teachers of English, Reading, Science, Social Studies, and LD Resource, will implement the New Literacies program in strategies and techniques to engage struggling readers, resulting in an increase of 30% of the students' RIT scores by 10 points in Reading as measured by the Fall 2008 and Winter 2009 administration of MAP.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Meet with College of Charleston Coordinator Dr. Paula Egelson to develop the professional development schedule.	M. Cannon, Dean; R. Burch, Assistant Principal	September 2008	The Charleston Plan for Excellence calls for the monitoring of core essentials in the classroom, those essentials being (1) alignment to the Coherent Curriculum; (2) active engagement of students; (3) rigor; and (4) differentiation of instruction. Meeting notes and information related to the New Literacies, Professional Development will support the administrators' efforts to support the incorporation of these strategies into the classroom to increase student achievement. <b>M. Cannon</b> <b>Surveys of Professional Development</b> <b>Reflection Notes.</b>

2. Schedule time in the monthly Professional Development calendar for Advancement of New Literacies in Middle Grades to take place. Time will be allotted for 2 hours per month. Professional Development will take place every first Wednesday of each month beginning in November.	M. Cannon, Dean R. Burch, Assistant Principal A. Cantu, Lead Teacher	October 2008	<p>The Center of Excellence for the Advancement of New Literacies in Middle Grades faculty works collaboratively with targeted middle schools to assist in developing meaningful new literacies teaching strategies and activities in order to improve student achievement.</p> <p><b>Logs of the Professional Development sessions will be kept: M. Cannon</b></p> <p><b>Agendas of Professional Development Activities</b>  <b>Documentation of assistance provided by A. Cantus and mentor teachers. M. Cannon</b>  Professional development should not only be aligned to the goals of the district and school, it should be aligned to the individual needs of teachers. Some of those needs are best seen through classroom observation. Administrators should make the discussion about teachers' professional development needs an item on each administrative team agenda.</p>
3. Conduct classroom observations, walk-throughs, and evaluations consistent with expectations for administrators delineated in the Charleston Achieving Excellence Action Design for Middle Schools that also reflect evidence of the New Literacies Professional Development strategies presented to teachers.	M. Cannon, Dean, A. Cantu, Lead Teacher	August 2008	<b>Each administrator will maintain an updated log of classroom observations and walk-throughs in the district's PowerUser. Evaluations will be documented by each administrator and completed according to district policy and procedures. M. Cannon</b>
4. Meet weekly with A. Cantu and teacher mentors to discuss support needed by teachers to effectively implement the FSRP.	M. Cannon, Dean	August 2008	<p><b>Agendas of meetings with A. Cantus and mentor teachers</b>  <b>Minutes of meetings with A. Cantus and mentor teachers</b>  <b>Communication with the curriculum specialist and department chairpersons to determine the kinds of support needed by teachers is essential in improving teacher effectiveness and student achievement. The curriculum specialist and department chairpersons will maintain logs of meetings with administrators to discuss support needed by individuals within their departments. When it is determined that many teachers share the same needs, the Professional Learning Communities Focus Team will develop a strand for support.</b></p>

5. Review lesson plans to ensure that instruction is data and standards-based, results driven and that strategies are appropriately aligned to the Coherent Curriculum and the New Literacies Professional Development Series.	M. Cannon, Dean	August 2008	<b>Copies of lesson plans submitted by teachers</b> <b>Examples of feedback provided by the administrative team and A. Cantu to assist teachers in better lessons</b> In order for administrators to provide quality feedback to teachers, they should know the intent of instruction and the focus of the curriculum before they conduct classroom visits. Review of lesson plans also ensures the likelihood that content will remain on target with the Coherent Curriculum.
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<b>FOCUSED SCHOOL RENEWAL PLAN</b> <b>2008–09 School Year of Implementation</b> <b>Principal’s Instructional Leadership Focused Goal to Increase Student Achievement</b>			
<b>Focused Principal’s Instructional Leadership Goal 2:</b> <b>By April 1, 2009, 95% of the teachers of Mathematics will implement the school-wide Numeracy program which will focus on strategies and techniques to assist struggling Math and LD Resource students, resulting in an increase of 30% of the students’ RIT scores by 10 points in Mathematics as measured by the Fall 2008 and Winter 2009 administration of MAP.</b> <i>(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)</i>			
<b>Strategy</b> <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <b><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></b>
1. With the assistance of the academic leadership team, math teachers from both middle and high school, establish a school-wide numeracy plan.	M. Cannon, Dean; R. Burch, Assistant Principal; A. Cantu, Lead Teacher	August 2008	Establish a Numeracy Plan and distribute the plan to math teachers to review. The instructional supervision log will ensure the appropriate monitoring of the school’s numeracy plan. <b>A. Cantu</b>
2. Each administrator will conduct a minimum of 5 walkthrough observations per week with written feedback to teachers to ensure that the goals and	M. Cannon, Dean R. Burch, Assistant	October 2008	The observation notebook will document the exact number of classroom observations conducted by each administrator. <b>M. Cannon, R. Burch</b>

strategies are being implemented	Principal		
3. Plan professional development for the staff on how to teach math through infusing mathematical skills in all content areas as needed.	M. Cannon, Dean R. Burch, Assistant Principal A. Cantu, Lead Teacher Math Teachers	October 2008	Sign in Sheets from PDs will ensure participation by the faculty.  Sample lesson plans will assist the leadership team in monitoring the implementation of the math infusion across the curriculum. <b>R. Perrineau</b>
4. Use Curriculum Based Measurements (CBM) to determine students' basic understanding of multiplication and divisibility according to each grade level on quarterly basis.	A. Cantu, Lead Teacher	October 2008	Distribute CBM to each math class at the beginning of the second semester. Disaggregate test data related to student performance.  <b>Roster Graded Samples A. Cantu, A. Huff</b>
5. Implement school wide warm-ups focusing on multiplication and divisibility rules/problems using all levels of Blooms each day.	A. Cantu, Lead Teacher MSLC Coordinator for Mathematics	October 2008	Every math teacher will create warm-ups pertaining to the needs of the classroom Curriculum Based Measurements Classroom Observation logs that reflect the starter activities related to the numeacy plans. <b>A. Cantu, R. Perrineau</b>



## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, CCSD will monitor, 95% of the core content area teachers' classroom instruction, for the implementation of Core Strategy I (Curriculum Improvement) of the Charleston Achieving Excellence Plan, resulting in Fifty percent (50%) of 7<sup>th</sup> and 8<sup>th</sup> grade students demonstrating a ten point or higher gain in their RIT scores in math and reading between the Fall 2008 and the Winter 2009 MAP testing.**

**(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)**

1. The associate superintendent or her designee (from the MSLC leadership team) will conduct monthly classroom visits and provide written feedback to the principal.	P. Yandle, Associate Superintendent	August 2008	Observation log reports and CCSD Observation Form copies.  Evidence of conference notes and other follow up support items based on staff needs.
2. The associate superintendent or her designee (from the MSLC leadership team) will attend one academic leadership team meeting quarterly.	P. Yandle, Associate Superintendent	August 2008	Minutes, agendas, sign-in sheets from the Academic Leadership Team meetings.
3. The Associate Superintendent will review the Instructional Supervision Log and provide feedback to the principal as needed.	P. Yandle, Associate Superintendent	August 2008	Summary Report from Associate Superintendent

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators’ Instructional Leadership Goal 2:** By April 1, 2009, CCSD will implement the CCSD's Coherent Curriculum, by assisting and monitoring Ninety-five percent (95%) of the core content area teachers' classroom instruction, resulting in Fifty percent (50%) of 7th and 8th grade students demonstrating a 10 point or higher gain in their RIT scores in math and reading between the Fall 2008 and the Winter 2009 MAP testing.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Assist the principal of Burke Middle School in selecting a A. Cantu who can assist in the effective enhancement of CCSD Coherent Curriculum.	P. Yandle, Associate Superintendent	April 2008	Interview Log An effective A. Cantu is paramount in assisting the principal of the school in improving the instructional practices of the teachers in the school. Charleston County School District has developed an excellent curriculum guide for core content subject areas. The assistance of the A. Cantu in implementing this curriculum guide will better ensure the improvement of classroom instruction.
2. Provide professional development for the A. Cantu in assisting classroom teachers in using the Coherent Curriculum.	P. Yandle, Associate Superintendent or Designee	July 2008- April 2009	Professional Development Logs
3. Observe A. Cantu during TCT meetings to ensure the district’s objectives are being met in relations to instructional strategies found in the Coherent Curriculum.	P. Yandle, Associate Superintendent Or Designee	September 2008- April 2009	Observation Logs

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

Curriculum Based Measurements: Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum.

New Literacies: New Literacies involve the everyday uses of reading, writing, listening, speaking, and viewing to communicate in the 21<sup>st</sup> century. The term new literacies addresses not only a new way to look at literacy, but also refers to the study of new forms of literacy that have been created as a result of technological changes.

ParentLink: This is a computerized call-out system that allows the school to make a recorded telephone call to all families in the matter of minutes. The principal is able to record a message to be sent to the telephone numbers listed in the school's SASI system, or additional numbers that may be added. The messages may be sent to a targeted group such as only the Seventh Grade parents and not the Eighth Grade parents. Also, a time setting is available for the administration to designate the best time for the message to be delivered to their school's community.

SpringBoard: SpringBoard is a comprehensive instructional program in English Language Arts and mathematics that reflects powerful, research based understandings about how people learn. The instructional framework of strategic learning that is incorporated within the model provides educators with essential techniques that enhance traditional instructional practices.

Teacher Coherence Teams: TCT Teams represents the meetings held by instructional leaders and/or their designees with classroom instructors. These meetings focus on the implementation and enhancement of the Charleston County School District's Coherent Curriculum Documents and the analysis of student data.